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ABSTRACT

Units of study to help elementary children learn about the aging process are provided. There are five units. In Unit I, "Chronological Aging," children learn that aging is a continual process, that generational cycles ensure the survival of the human species, and that species depend on each other for survival. Unit II deals with "Physical/Biological Aging." Students learn that physical aging among individuals is variable, that physical aging results in changes, and that genetics and environment affect the aging process. The third unit focuses on "Sociocultural Aging." Social factors that form attitudes toward aging behavior, factors determining age options, and older people in different cultures are studied. In Unit IV, "Psychological Aging," children learn that people can learn and change throughout their lives. The concluding chapter, "Attitudes and Aging," examines the different roles that people have throughout their lives, how planning for anticipated changes is helpful, and how people's extended life experiences are valuable to others. For each unit learner objectives, activities, and resources are suggested. A bibliography of children's books concludes the guide. (RM)

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Aging Curriculum

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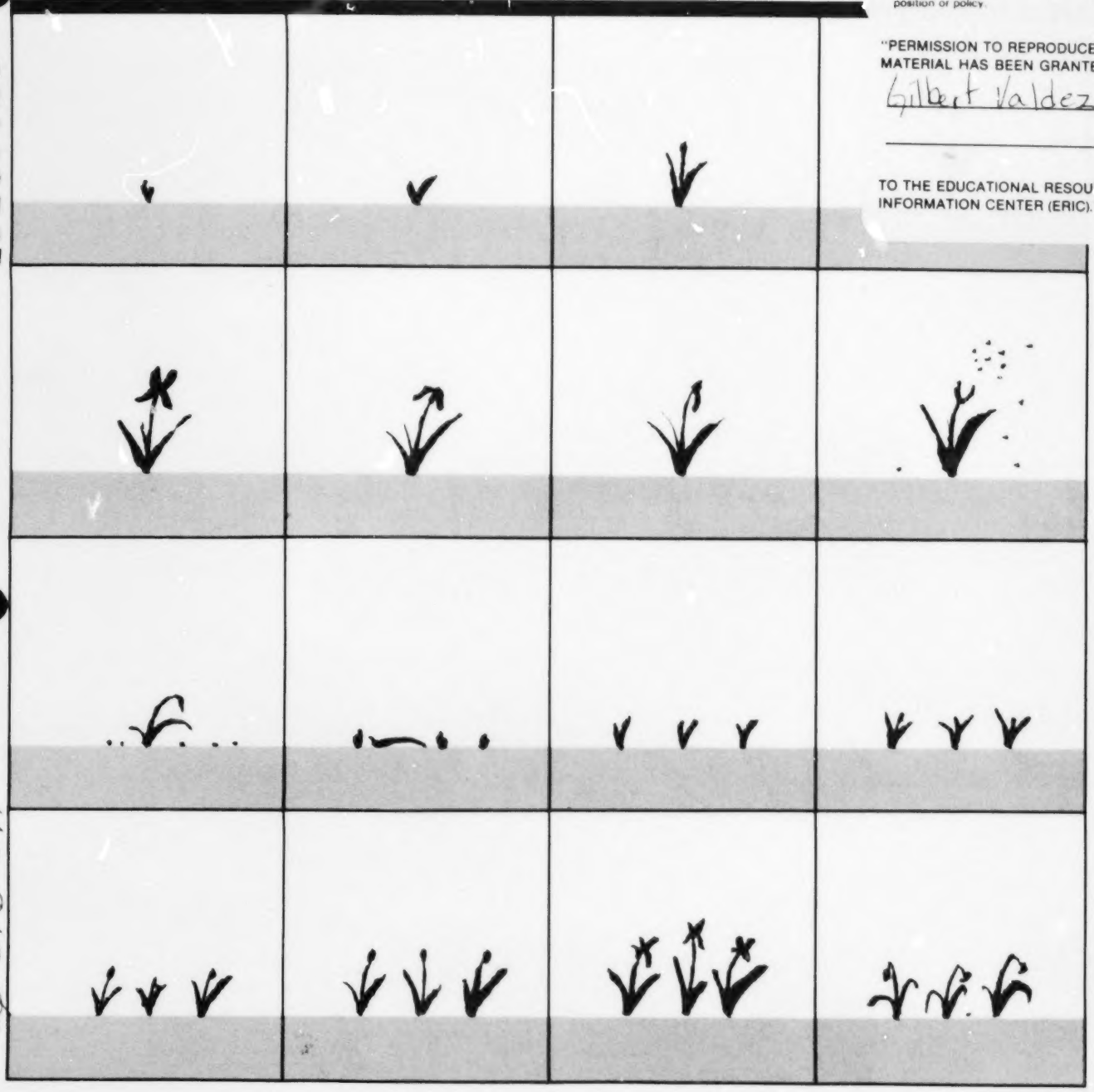

SP 016 571

Elementary

K·6

A Joint Project of
Minnesota Department of Education
& Minnesota Board on Aging

AGING CURRICULUM

FOR ELEMENTARY

SCHOOLS K-6

A Joint Project of
Minnesota Department of Education
& Minnesota Board on Aging
Fall, 1984

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Education and Training
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St. Paul, Minnesota

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Supervisor of Curriculum Development and
Instructional Uses of Computers
State Department of Education
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LENDING INSTITUTIONS (RESOURCE CENTERS)

BCC Media Center
Brainerd Community College
Brainerd, MN 56401
(218) 828-2520
Free of charge; for local use only

CSC College of St. Catherine
Audiovisual Center
2004 Randolph Avenue
St. Paul, MN 55105
(612) 290-6658
Contact for further information

CST College of St. Thomas
Center for Senior Citizens Education
St. Paul, MN 55105
(612) 647-5221
Contact for further information

DPL Duluth Public Library
Film Department
101 West 2nd Street
Duluth, MN 55802
(218) 722-5803
Contact for further information

HCL Hennepin County Library
70th and York
Edina, MN 55435
(612) 830-4900
Loans to MELSA library cardholders

IHCC Inver Hills Community College
Learning Resources Center
8445 College Trail
Inver Grove Heights, MN 55075
(612) 455-9621
Loans to Minnesota State Employees

LSS Lutheran Social Services
Film Library
Minneapolis, MN 55407
(612) 871-0221
Contact for further information

MBA Minnesota Board on Aging
204 Metro Square
St. Paul, MN 55101
(612) 296-2770

MGE Minnesota Growth Exchange
501 West St. Germain, Suite 319
St. Cloud, MN 56301
(612) 253-0930
(free loan)

MLFC Minnesota Library Film Circuit
St. Paul, MN 55101
(612) 296-2821
Contact for further information

MPLIC Minneapolis Public Library and
Information Center
Film Desk
Minneapolis, MN 55401
(612) 372-6558
Loaned to MELSA library cardholders;
small service charge.

MDH Minnesota Department of Health
Section of Health Education
717 SE Delaware Street
Minneapolis, MN 55440
(612) 296-5478
Free to Minnesotans; request in
writing.

MDPW Minnesota Department of Public Welfare
Medical Library
Oak Terrace Nursing Home
Minnetonka, MN 55343
(612) 934-4100
Free to Minnesota Residents

RPL Rochester Public Library
Broadway at First Street SE
Rochester, MN 55901
(507) 288-9070
Contact for further information

SJH St. John's Hospital
Community Relations
St. Paul, MN 55106
(612) 228-3600
Contact for further information

SPPL St. Paul Public Library
90 West 4th Street
St. Paul, MN 55102
(612) 292-6311
Free to MELSA library cardholders

SSO Social Security Offices

Austin - 402 2nd Street NW, 55912
(507) 433-1838

Bemidji - 315 5th Street, 56601
(218) 751-2903

Duluth - 227 West 1st Street, 55802
(218) 727-6692

Fairmont - 919 No. State Street, 56031
(507) 235-6617

Hibbing - 2628 1st Avenue, 55746
(218) 263-3673

Mankato - 709 South Front, 56001
(507) 387-7923

Marshall - 1217 East College Drive, 56258
(507) 532-2228

Minneapolis - 1811 Chicago Avenue, 55404
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St. Cloud - Federal Building, 56301
(612) 251-1383

St. Paul - 316 North Robert, 55101
(612) 725-7901

Winona - 356 East Samia, 55987
(507) 452-3460

UOM University of Minnesota
Audiovisual Library Service
Continuing Education and Extension
Minneapolis, MN 55414
(612) 373-3810
Contact for further information

WCOA Westonka Counseling for Older Adults
5801 Bartlett Boulevard
Mound, MN 55364
(612) 472-6127
Free of charge

WOCC Worthington Community College
Audio Visual Department
Worthington, MN 56187
(507) 372-2107
Contact for further information

Other Acronyms

AARP American Association of Retired People

CLASP Children Learning About Aging in a Structural Program
Rockland Public Schools
Rockland, MA, 1982

OWL Older Women's League

NCSS National Council of Senior Citizens

RSVP Retired Senior Volunteer Program

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If children are to feel comfortable with the aging process, they need to learn about it in a comfortable way. To understand that older people are just as diverse in their approach to life as younger people, children need contact with older people. Discussing aging without having the emotional involvement of interaction with older people does not help children understand aging. They merely learn facts and figures. An aging curriculum needs to be centered around the interaction of the children and older people. This interaction can take place in many ways. Older people as speakers can come into the classroom, older people can come in to teach with or to assist the teacher with art projects, cooking, etc., and children can take visits to Senior Citizen Centers, cooperative housing units and/or nursing homes.

INTRODUCTION

One of the long range goals of the Minnesota Board on Aging is the development of intergenerational understanding and the dispelling of myths which surround older persons and the aging process. So it was natural that the Board on Aging begin working with the Minnesota State Department of Education to develop an elementary and secondary school curriculum that aims to promote intergenerational understanding at the earliest levels of formal education.

These curriculum packets were developed by a committee comprised of members of the Minnesota Board on Aging, representatives from the Minnesota Department of Education, active and retired elementary and secondary school teachers and others interested and involved in the field of aging.

These curriculum packets are suggested guides only, not mandated courses of instruction. Teachers should feel free to use any of the concepts, learning objectives, and suggested activities, but also to modify, update, and upgrade them as they see fit.

The Minnesota Board on Aging recognizes the invaluable contribution of Dr. Gilbert Valdez of the Minnesota State Department of Education, his staff, the members of the Joint Intergenerational Study Committee and, especially, Jim Tift, Director of Training and Education for the Minnesota Board on Aging. Please accept the Board on Aging's sincere appreciation and thanks.

Abraham (Dutch) Kastenbaum
Chairman, Intergenerational Study Committee
Vice-Chair, Minnesota Board on Aging

You put seeds in the ground.
They grow.
They bud.
And beautiful flowers appear.

After a time, the flowers fade.
They fall off.
They die.

For flowers, and for all of us –
For everything, "there is a season"

Which means, there is a time
for every living thing
to grow and to flourish
and then to die.

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT I: Chronological Aging

THEME: To develop an understanding that aging is a natural life process.

CONCEPT A: Aging is a continual process of growing, learning, maturing and dying.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Recognize different rates of growth and development as one ages.	A) Have students bring pictures of themselves as a baby and at various ages. Class could try guessing which baby picture matches each child. B) On a large sheet of newsprint mark the height of each child. Several months later match each child to their old mark and make a new mark indicating growth. The class could do a graph indicating rate of growth during this time period.	Refer to Health and Science textbooks. Example: 1983 edition of McDougal, Littel, "How Does the Baby Age?"
2) Talk about changes in physical appearance as one ages. Compare oneself to other members of the family and to friends.	A) Discuss with class the physical appearances they have noticed of people of different ages (teenagers young adults, and adults in 40's, 60's, 80's). B) View movie "Use It In Good Health Charlie" (5th on up)*	Refer to Health texts. General physical changes associated with aging.
3) Recognize ways in which both children and adults appreciate the meaning and contributions of each stage of life in relation to the life span.	A) Write a brief description of parents and grandparents. B) Interview parents as to what their life was like as a child and now as an adult. What contributions do they feel each stage of life brings?	Refer to Laidlaw, book 2,"People in Your Environment." Several Science, Social Studies and Health texts discuss people and their environment.

* All movies available from MPDW unless otherwise indicated.

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT I: Chronological Aging

THEME: To develop an understanding that aging is a natural life process.

CONCEPT A: Aging is a continual process of growing, learning, maturing and dying.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
4) Understand that needs and desires are different during various stages of life.	A) Divide the class into five groups. Have each group select one stage of life (i.e., one month, two years, five years, present age and ten years from now) and list the needs and desires they think represent each stage. Discuss results from all five groups and bring out how the needs and desires differ.	Refer to Health texts and units on feeling, emotions and knowing yourself.
5) Understand that death is an outcome of life and that it can occur at any age.	A) Ask the children if they know someone close to them who died. Talk about how death occurs at various ages. Suggested book to use is: A Look at Death by Rebecca Anders.	Check on books on death in bibliography.

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT I: Chronological Aging

THEME: To develop an understanding that aging is a natural life process.

CONCEPT B: Generational cycles will ensure the survival of the human species.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Become aware that each day people are born and die and that the young carry on from the old.	A) Arrange a collage of pictures showing people at different stages of the life cycle. B) Put together a family tree. Interview grandparents and parents to get information about relatives and their roots.	Refer to Science textbooks.

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT I: Chronological Aging

THEME: To develop an understanding that aging is a natural life process.

CONCEPT C: Plants, animals and humans all have different life spans.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Recognize that all living species come from like living species.	A) Have students bring to class pictures of their parents and grandparents when they were young. B) Do a collage of parents and baby animals.	Refer to Science textbooks.

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT I: Chronological Aging

THEME: To develop an understanding that aging is a natural life process.

CONCEPT D: Species are known to be interdependent on each other for survival.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Talk about food chains. Give examples of the contributions of plants and animals to the environment and to the balance of nature.	A) Bulletin board on food chains.	Refer to Science and Health textbooks. Example: McDougal, Littel, "Working for Community Health."
2) Identify factors within each species that affect life spans and the effect environment has on life spans.	A) List common factors that affect animals, plants and people. B) Have children brainstorm common factors that affect the life span of plants, animals and people. (For example: disease, environments, inherited traits, stress.)	Refer to Science and Health textbooks. (Heredity, environment and change.)
3) Understand that the tendency toward a particular life span is inherited.	A) Grow a plant, let it mature and die. B) Do a chart or bulletin board comparing the average life spans of various species.	Refer to Encyclopedias and reference books as well as Science texts. Refer to Laidlaw "Plants With Seeds."

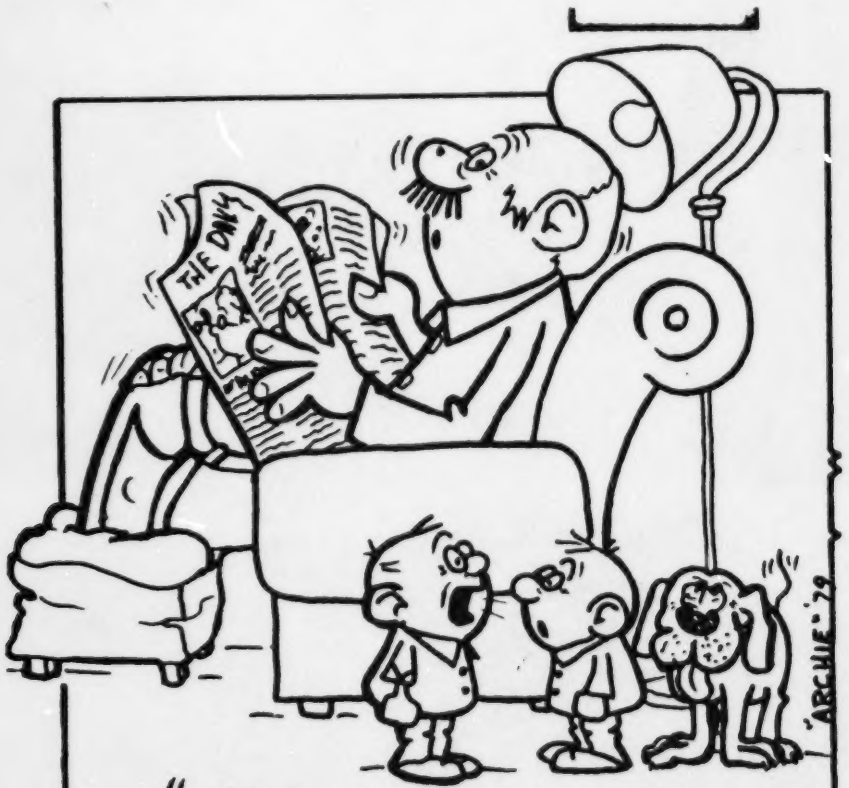
AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT II: Physical/Biological Aging

THEME: To develop an understanding that there are physical or biological changes with age, some we can see and some we cannot see. There is no single pattern by which all people grow old.

CONCEPT A: Physical aging among individuals is variable.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Understand that each person ages in an individual manner and at an individual rate.	A) Study people with different life styles and how they age. Show and discuss the film "At Age 99."	Check bibliography for children's books on aging.



"- MY GRAMPS IS A SENIOR CITIZEN AND HE CAN WIGGLE HIS EARS AND EVEN TAKE HIS TEETH OUT AND PUT 'EM IN A GLASS - SO THERE!"

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT II: Physical/Biological Aging

THEME: To develop an understanding that there are physical or biological changes with age, some we can see and some we cannot see. There is no single pattern by which all people grow old.

CONCEPT B: Physical aging results in changes in sensory and motor capacities and in appearance.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Develop a positive attitude and understanding that, as we age, there are physical changes in appearance.	A) As people grow older some changes may show in their bodies. Ask the class to create a list of these identifiable changes (loss of hair, wrinkles, gray hair, loss of teeth, weakened muscles, hearing loss, and weaker eyesight). Have students react with their feelings about some of the physical changes that can occur with aging. How can these be handled in positive ways by older people and by younger people they come in contact with? B) Role play some of the physical handicaps that can occur with aging. Before doing so, stress that such handicaps are not inevitable as one grows older. The following materials will simulate impairments: a. cotton balls: hearing problems b. vaseline on glasses: cataracts c. elastic bandage on chest: asthma or emphysema d. bandanna: blindness	Science textbooks.

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT II: Physical/Biological Aging

THEME: To develop an understanding that there are physical or biological changes with age, some we can see and some we cannot see. There is no single pattern by which all people grow old.

CONCEPT B: Physical aging results in changes in sensory and motor capacities and in appearance.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Develop a positive attitude and understanding that, as we age, there are physical changes in appearance.	B) continued e. wheelchair: broken hip f. walker: walking difficulties (stroke victims) g. tape on fingers or rubber gloves: arthritis h. shoes tied together: walking difficulties i. elastic bandage binding arm to body: stroke (paralysis) j. no pop or candy allowed for a day: diabetes.	

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT II: Physical/Biological Aging

THEME: To develop an understanding that there are physical or biological changes with age, some we can see and some we cannot see. There is no single pattern by which all people grow old.

CONCEPT C: Genetics and environment affect the aging process.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Understand that life spans differ among species.	A) Review chart on bulletin board of various species.	Refer to Science textbooks.
2) Reinforce the concept of preventive health maintenance for all ages.	A) Have students recall their last check up or visit to the doctor. How does the doctor monitor physical well being? What does he/she examine? What information does he/she need? How can the doctor prevent some serious childhood diseases? How does the doctor help parents keep children in good health?	Refer to Health textbooks, Nutrition and Body Care. CLASP dePaola, Tomie, Now One Foot, Now the Other Farber, Norma, How Does It Feel to Be Old?
	B) Stress the idea that adults also need to maintain their health through regular checkups. Have students suggest ways that the adult body may change as one grows older (sensory losses, diminishing physical strength, changes in the body systems, etc.). Also stress awareness and attitude (e.g., adults should know what signs of change to look for regarding cancer and heart disease).	

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT II: Physical/Biological Aging

THEME: To develop an understanding that there are physical or biological changes with age, some we can see and some we cannot see. There is no single pattern by which all people grow old.

CONCEPT C: Genetics and environment affect the aging process.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
2) Reinforce the concept of preventive health maintenance for all ages.	C) List on the board health problems that could be prevented or monitored by regular physical check-ups. Include problems encountered commonly by the child (childhood diseases) as well as those encountered by the older adults (stroke).	Refer to Holt, Rinehart and Winston, 1980 edition, "Taking Care of Yourself." Refer to Nutrition and Body Care in Health textbooks.
	D) With these health considerations in mind, have each child illustrate a child and an adult practicing good health maintenance by visiting a doctor, clinic, etc., for a check-up. Give each illustration a title (e.g., "Prevent measles - be immunized today").	
	E) The school nurse, a visiting nurse or doctor could visit the class to discuss preventive medicine and the physical check-up.	
	F) Have an older person in good health visit class and discuss preventive measures that have helped.	
	G) Have an older person in poor health who is willing to visit the class and describe abuses of the body that have caused problems (e.g., smoking, drinking, lack of exercise, etc.).	

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT II: Physical/Biological Aging

THEME: To develop an understanding that there are physical and biological changes with age, some we can see and some we cannot see. There is no single pattern by which all people grow old.

CONCEPT C: Genetics and environment affect the aging process.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
2) Reinforce the concept of preventive health maintenance for all ages.	H) Study and discuss the movie "More Than Bread Alone" (grade three on up).	Available from MDPW

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT II: Physical/Biological Aging

THEME: To develop an understanding that there are physical or biological changes with age, some we can see and some we cannot see. There is no single pattern by which all people grow old.

CONCEPT C: Genetics and environment affect the aging process.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
3) Create an awareness of the body's need for exercise both in the growing years and adult years.	A) Have class close their eyes. Ask them to remember a time when they were sick and confined to bed for a day or two. Was it hard to stay in one place for a whole day? Did their body feel different the next day? Explain that this is a mini version of what happens to the body if it is not cared for throughout one's life. B) Continue to discuss requirements of the body's bones and muscles as they grow. Why is it important that muscles move? What happens to muscles that are confined inside a cast for a long period of time? C) Have each student think about a physical activity they enjoy (running, bike riding, tennis, etc.) and illustrate themselves doing the activity. Explain that they should try to emphasize the muscles being used in their picture.	Refer to Science textbooks and units on the circulatory, respiratory, digestive, skeletal and muscular systems. CLASP

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT II: Physical/Biological Aging

THEME: To develop an understanding that there are physical or biological changes with age, some we can see and some we cannot see. There is no single pattern by which all people grow old.

CONCEPT C: Genetics and environment affect the aging process.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
3) Create an awareness of the body's need for exercise both in the growing years and adult years.	D) When drawings are completed, ask how the particular activity might be continued in later life. Could legs be exercised by walking instead of running or biking? Could general fitness be maintained with yoga exercises instead of football? Which activities could be continued from childhood through adult years (e.g., swimming and tennis)?	
	E) Ask class to illustrate themselves as an adult or older person continuing to exercise the same muscles as in the previous drawing, but perhaps in a modified fashion.	Sobol, Harriet Langsam, Grandpa: A Young Man Grown Old Snow, Pegeen, Mrs. Periwinkle's Groceries
	F) Brainstorm for "carry-over sports" that could be part of a school curriculum. Emphasize the concept of learning the skills of a sport that can be continued through one's adult life. Work with physical education teacher to put some of these activities into the physical education program.	
	G) Class could research professional athletes who have stayed active in their sport through their fifties or sixties (or even seventies, tennis).	

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT II: Physical/Biological Aging

THEME: To develop an understanding that there are physical or biological changes with age, some we can see and some we cannot see. There is no single pattern by which all people grow old.

CONCEPT C: Genetics and environment affect the aging process.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
3) Create an awareness of the body's need for exercise both in the growing years and adult years.	H) Have students compare their blood pressures with older people, then discuss differences.	
	I) Develop a personal plan of action for your own health.	CLASP
	J) View and discuss the movie "Grow Older - Feel Younger" (grades five and six).	Available from MDPW.
4) Become aware that living organisms have offspring and that particular environments are vital to the survival of these organisms.	A) List different organisms and match with favorable environments. Discuss why some species change their environment through migration.	Refer to Science textbooks: Ecosystems, and Plant and animal population and communities, Pollution, etc.
	B) Have students discuss how people control their environments.	
5) Reflect on how genetic and environmental factors may affect one's own life span.	A) Discuss "How old will I live to be?" Have students review factors which may help determine their age. (Accidents, genetic diseases, predicted life spans, preventive health measures.)	

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT III: Sociocultural Aging

THEME: To develop an understanding that there are many factors in our society that influence our attitudes towards the age of a person. Societal attitudes and policies can seriously interfere with or help maximize people's potential at all stages of development.

CONCEPT A: Factors in our society help to form our attitudes towards age and behavior.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Become aware of what people feel are behaviors appropriate at different ages.	A) Do an analysis of greeting cards and their images of aging and older people.	"Card Alert Project" The Twin Cities Gray Panthers
2) Review the media and discuss similarities and differences in how older people and young are portrayed. Identify positive and negative attitudes toward aging.	A) Gather cartoons and discuss how they portray older people.	
	B) Have students conduct a Gray Panther "Media Watch" and report their findings.	Gray Panther Media Watch
	C) Read newspapers and magazines and discuss how they portray older people.	
	D) Older people are sometimes stereotyped in unfair ways. Discuss as a class how older people can and are discriminated against (attitudes toward what they can do, job discrimination, separation from society as a whole).	
	E) Have the students role play fair and equal treatment between younger and older people (at a shopping center in their neighborhood, in the park, encounters on the street, nursing home).	

Some Effective Legal Things You Can Do To Aid the CARD ALERT PROJECT

1. Discuss the following categories used by Vicky Demos and Ann Jache, for their research study entitled "When You Care Enough: An Analysis of Attitudes Toward Aging in Humorous Birthday Cards." A copy of this study is in the Gray Panther Office. If possible have cards which show examples of some of these categories:

   A) The kind of card which puts aging in a historical context--i.e.,"When the local press contacted me on your birthday, asking your age, I told them 'No comment,' but when they pressured me I said it wasn't true you were in the theatre when Lincoln was shot...I said you were in the lobby buying popcorn."

   B) The kind of card which sees aging as an experience of others--i.e., "Roses are red, violets are blue, One thing makes me happy...I'm younger than you."

   C) The kind of card which has aging as a mortal concern--i.e., "This is an Algerian Condor. It lives to be 106. This is a Sanskrit Parrot. Its life expectancy is approximately 87 years. This is a Belfry Owl, still alive after 138 years, which only goes to show...Birthdays are for the birds! But have a happy one."

   D) The kind of card which has aging as a state of mind--i.e., "On your birthday remember...Age is a matter of mind. If you don't mind, it doesn't matter."

   E) The kind of card which deals with aging as a process sui generis, with a focus upon a birthday as an event that marks the passing or cumulation of years and thus a time that signals aging--i.e., "Just because you're having one more little birthday, that doesn't make you old...It's the ones you've already had that made you old!"

   F) The kind of card which conceals age--i.e., "It's your birthday, don't just stand there, start subtracting."

   G) The kind of card which establishes age boundaries for behavior--i.e., "You are at that exciting age somewhere between streaking and creaking!"

   H) The kind of card which focuses on physical and mental characteristics associated with aging--i.e., "Another year older, smile, it could be worse...You could look it!" or "Happy Birthday! You know you're getting older when you decide to go for a walk down Memory Lane...But can't remember where it is!" or "It's your birthday so let's whoop it up! Before we're too pooped to whoop!" or "At our age nothing is impossible...foolish maybe but not impossible!"

As you are searching for such a card or cards with the assistance of the clerk, this is a good time to engage the person in some awareness training. For the sake of the project, note the content of the interaction and report it to the office. For our collection, we need cards that fit the categories defined in A through D. We have lots of cards that fit E through H already in our scrapbook. Incidentally, these categories are the ones that Vicky Demos and Ann Jache used for their research study entitled "When You Care Enough: An Analysis of Attitudes Towards Aging in Humorous Birthday Cards." A copy of this study is in the Gray Panther office.

1. Write the card companies and the stores where you see such cards and let them know how you feel. Expressing your views isn't illegal and can be effective in bringing about change. Please stress that as age discrimination is a fact in our society, cards that reinforce negative attitudes about aging are destructive. Age discrimination is very costly to our society. It doesn't fit with being a good corporate citizen to publish such cards.

2. Look for positive cards--ones which show joy and celebration of birthdays as important events in the lives of persons who are important to you. Show these cards to the clerk, and write the company praising the card. You can use the card number (on the back) to identify the card you are referring to when you write the company.

3. Write the Twin Cities Gray Panthers, 3255 Hennepin Avenue, Minneapolis, Minnesota 55408, and ask for a sample of their nonageist birthday cards.

OBSERVER'S REPORT ON TV PROGRAMS

Station _____ _____ Channel _____

Program Title _____

Sponsors _____

Date _____ Time Program Began _____ Time Ended _____

Viewer's Name _____

Address _____

City State ZIP CODE

Age (Circle) - Under 15 15 to 20 21 to 31 31 to 40

41 to 50 51 to 60 61 to 70 71 and up

Sex - Male Female

Description of program: Write while you watch the program. Be objective and accurate. Describe the incident where an older person appears or where older people are talked about. Note whether the incident is positive or negative in the portrayal of older persons. Use the guide on the next page to write the report. Mail to:

Twin Cities Gray Panthers Media Watch
Attn: Jane Hanger Seeley
66 Barton Street
Minneapolis, MN 55414

Your Description:

MEDIA WATCH CRITERIA

AGEISM: Discrimination on the Basis of Chronological Age

STEREOTYPES	DISTORTIONS	OMISSIONS
Any generalization about how older people are expected to look or act in ways which demean or ridicule the appearance of age. Examples: Appearance: Face blank or expressionless; body bent over and infirm. Clothing: Men's baggy and unpressed; women's ill-fitted and tacky. Speech: Halting and high-pitched. Personality: Stubborn, rigid, forgetful, silly. In comparison to others, are older people shown as less capable? Do they have less important things to do? Are their ideas out-of-date? Are they shown in idleness or rocking chairs?	The use of myth or outright falsenoods to depict old age as either an idyllic time or an unhappy, sad stage of life. Examples: Older people are shown as intruders and meddlers in the lives of others. Older people are laughed at or ridiculed when they show sexual feelings. When there is an age difference in romantic relationships, are older women given the same respect as older men? Older people are often patronized and treated as children.	Older persons are excluded or avoided. Their life concerns are neglected and never shown in positive ways. Examples: The oppressive conditions under which older people often live are shown without explanation... No presentation is made of alternative, better conditions, or how these improvements could be made. Older persons are not included in discussions of social and economic issues. Their perspective is omitted in important planning. Find out: Are older people involved in writing, directing and producing these programs? Are there older actors? Or are young people playing the roles of older persons without valid reason?

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT III: Sociocultural Aging

THEME: To develop an understanding that there are many factors in our society that influence our attitudes towards the age of a person. Societal attitudes and policies can seriously interfere with or help maximize people's potential at all stages of development.

CONCEPT A: Factors in our society help to form our attitudes toward age and behavior.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
2) Review the media and discuss similarities and differences in how the elderly and young are portrayed. Identify positive and negative attitudes toward aging.	F) Students will write a paragraph explaining their role playing and why older people and young people need to be given fair and equal treatment.	
	G) Look at and discuss ages of models in advertisements.	
3) Understand how older adults feel about growing older.	A) Compare how older adults feel about growing older with the reactions of others such as family and friends.	
	B) Invite guest speakers to share their personal stories.	Interview Questionnaire (attached)
4) Understand the practices, concepts and myths of ageism.	A) Review books to see how people over 60 are portrayed and identify positive and negative attitudes toward aging.	Common misconceptions (attached) Common stereotypes that could be discussed are: ill, tired, grouchy, isolated, forgetful, defensive, withdrawn, self-pitying, unproductive, mentally slow, unable to learn new things.

MISCONCEPTIONS

Many people believe untrue stereotypes* of the aged. The aged may even help pass along beliefs by fulfilling expectations. Several of the most common myths are mentioned below.

1. Few elderly are productive workers.

   This idea is fostered by our retirement system. Many elderly people expand their interests and even establish new careers for themselves. However, this idea stems from the work ethic--another myth. Everyone need not be economically productive to have work or value.

2. Old age is accompanied by a decline in intelligence.

   Slower reaction time does not mean there is a loss of intelligence (see continuing education).

3. The elderly are emotionally dependent on their families.

   More children are dependent upon their parents.

4. Older persons are financially dependent upon their families.

   (see above)

5. There is a loss of sexual interest or capacity with increased age.

   There might be some reduction but not a loss. It is difficult for children to think of their elderly parents as sexual beings, so this idea continues.

6. The elderly are full of despair.

   The elderly are not, as a population, depressed, they are as diverse in feelings as any other portion of our society.

7. The elderly are abandoned by uncaring children.

   Most children are overprotective and cautious.

8. Most of the elderly live in institutions.

   Only five percent actually live in institutions. Most studies about our older population come from institutionalized individuals so people believe the percentage is higher than it actually is.

9. The aged can live on less money.

   Many of the elderly have lower incomes and have to make choices.

10. The old are adequately provided for by Social Security and Medicare.

    There are people who are not covered under these plans and there are important items that are not covered, such as medication, and even those with Social Security and medicine often experience difficulties.

11. Most elderly are sick.

    Nine tenths of those over 65 are not hospitalized.

* "Stereotypes," it might be explained, are simplistic, or often caricature or distorted descriptions, of a class, race, type or group.

INTERVIEW QUESTIONNAIRE

1. What do you remember about your parents?

2. What was it like to be young then?

3. What is it like to be old today?

4. What do you remember about older people when you were young?

5. Do you have children? How many?

6. Do you have grandchildren? How many?

7. How many brothers and sisters do you have?

8. Where did you go to school? What was it like?

9. What are you glad you learned as a young child? What things would you do differently if you were young again?

10. What things are better now than they were in the past? What things were better in the past than they are now?

11. What types of transportation existed when you were young?

12. What are some of your likes and dislikes?

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT III: Sociocultural Aging

THEME: To develop an understanding that there are many factors in our society that influence our attitudes towards the age of a person. Societal attitudes and policies can seriously interfere with or help maximize people's potential at all stages of development.

CONCEPT A: Factors in our society help to form our attitudes toward age and behavior.

LEARNER OBJECTIVES	ATTITUDES	RESOURCES
4) Understand the practices, concepts and myths of ageism.	B) Do "Action Against Ageism"	Article, "Action Against Ageism" Consciousness-Raising Exercises by Albert V. Schwartz Article, "Schools Can Change Negative Stereotypes" by Vicki L. Schmall, Ph.D. (Western Gerontological Society's Generations, Summer, 1978, pp. 16-18)
	C) Invite a speaker to discuss the topic of ageism.	"Speakers, Trainers and Consultants on Aging: A Minnesota Inventory" from Minnesota Board on Aging, August, 1981.
	D) Have students create a picture or photo essay on their view of aging and older people.	

ACTION AGAINST AGEISM: Consciousness-Raising Exercises

By Albert V. Schwartz

The term *aging* refers to a continuum in which we are all necessarily involved. As long as we live, we can only age.

The classroom is an excellent arena in which to examine the concept and practices of ageism. The series of consciousness-raising exercises below can help students confront the reality of the future and, in addition, foster their understanding of, and identification with, older people. The exercises can also be adapted for use in adult workshops.

Exercises on Ageism

Objectives: 1. To make students aware of ageist attitudes and practices—their own, in literature and in all social institutions.

2. To guide students towards actions that will counteract these attitudes and practices.

Age Level: Adaptable for all grades.

Time Allotment: Five or more classroom periods.

Materials Needed: One copy of this *Bulletin*, the accompanying page of facts on ageism (page 11), blackboard and chalk, access to a children's library, a few photographs or drawings of older people, which depict them in non-stereotypical ways (active, in good health, etc.), and of some interesting older faces.

Exercise 1: Recognizing the Problem

Ask students to close their eyes while you describe a scene. Then ask them to quickly call out the first words they think of. List the words on the blackboard. Have the students react to the following four scenes, so that there are four lists in all, each of about ten words: 1. room full of old people, 2. party with people dancing, 3. large junkyard and 4. spring garden.

Ask students to identify which adjectives or phrases are negative and which are positive in each column. Invariably the negative words will be in columns 1 and 3 and the positive words in columns 2 and 4. Ask the students to discuss why they equate old age with unpleasant and discarded things. The teacher should not be judgmental and should encourage all opinions, no matter how ageist. The teacher can then ask students to decide whether their views coincide or conflict with the views and actions of society towards older people.

Results of this discussion are likely to reveal that the class considers old age to be boring, ugly, ridiculous and unpleasant.

Exercise 2: Analyzing the Problem

Write the definition of "myth" and "stereotype" on the blackboard. (A *myth* can be defined an an ill-founded belief that is perpetuated in the face of contrary facts. A *stereotype* can be defined as an untruth or oversimplification about the traits and behaviors of an entire group of people. A stereotype is applied to each member of a group, without regard to each person's individual traits.) Ask students to give one example of a myth or stereotype about the racial, religious or sexual group they are a member of, and to comment about whether it is true or false and, if false, why it is harmful. Then write on the board examples of a stereotype, myth, saying, joke, cliché, etc., pertaining to older people. Ask students to add to the list. Some possibilities are: *There's no fool like an old fool.* (Assumes infallibility of older people and faults them for making errors, thus negating their individuality.) *You can't teach an old dog new tricks.* (Old people, like the young, learn and adjust in their own individual ways.) Other examples: *Old codger* (is there ever a young codger?), *Old maid* (the term is sexist as well as ageist) and *Old and crotchety* (is "crotchety" ever used without "old"?).

Discuss the list and introduce into the discussion some of the statistics from page 11. Also point out that Dr. Richard L. Sprott of the Jackson Laboratory in Bar Harbor, Maine, has concluded from his studies that "learning ability and I.Q. do not decrease with age but remain steady and perhaps even increase." Many individuals' lives can illustrate this point. For example, W.E.B. Du Bois worked on a major project—the *Encyclopedia Africana*—until his death when he was in his nineties. Other examples are Pablo Picasso, Frederick Douglass, Golda Meir and Benjamin Franklin (who was in his seventies when he helped write the U.S. Constitution). Also, ask students if the older people they know conform to or contradict ageist stereotypes and myths.

Results of this discussion should be that students will begin to feel that old people are not being treated fairly.

Exercise 3: Clarification of Values

Hang the photos, drawings or paintings of older people cited in the "materials needed" section. Begin a discussion on the meaning of "old age" by asking the students to agree on a chronological definition. Write this number on the blackboard. Then ask what a six-year-old can do that an infant cannot do, what a fifteen-year-old can do that a six-year-old cannot do, etc.— [illegible] a thirty-year-old, fifty-year-old, seventy-year old. What kind of things, if any, can people no longer do as they become older? Is this true for all older people? How much depends on health and how much on age? Isn't this true at most age levels? Should people stop doing anything which they like to do and can do well? (Bring up forced retirement.) Ask students to think of the kinds of work needed by society that many older people can do. List activities in education, health services, government, etc. Can people function better in general when useful?

Further questions to discuss: Ask students if they have ever made fun of old people or laughed at TV comedians who have done so. Is beauty to be equated with youth? What is true

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beauty? How do the students think this society should change in the way it treats people who are old?

Exercise 4: Ageism and Racism/Ageism and Sexism (for secondary students only)

Present information from page 11 which pertains to the relationship between poverty and ageism—which in reality connects class to age and race to class. Ask students to speculate about, and then discuss: (1) how and why people who are old suffer more when they are poor than people who are well-to-do; (2) how and why most Third World people in our society are poor; and (3) how and why Third World people suffer more than other people when they grow old. Start a similar discussion on the relationship of sexism to ageism. Jokes and stereotypes about older women can be discussed, as well as advertisements aimed at keeping women youthful in appearance. Explore the devastating emotional effects which result when sexism and ageism combine.

Exercise 5: Analysis of Literature

Have each student visit the library and select a children's book in which there are one or more older characters. Students should read the book and then write or orally present their analysis of how old age is depicted in the book. What adjectives are used to describe the older characters? Are they stereotyped in passive, do-nothing roles? If the student were to make the book less ageist, how would that be done? [Note: A major problem inherent in the treatment of all oppressed groups is that the dominant group tends to consign the oppressed to anonymity by the use of group terms instead of individual names. Older characters in children's books often have no names at all. They are referred to simply as "the old one," "the old man," "the old woman" or "the old." (*Annie and the Old One* by Miska Miles, a Newbery Honor Book, is an example of this treatment.) Have your students give names to each older character in stories. A full and proper name is critical to recognizing the personhood and humanity of the individual.]

After the students have reported and discussed their findings, show them a copy of this *Bulletin*, and tell them about the results of the study done by Dr. Edward Ansello and his associates at the University of Maryland on ageism in 549 picture books (pages 4-10). Discuss how the results of this study compare with the students' analyses.

Exercise 6: Community Analysis

Depending on the age level of the students, the class might conduct a simple or complex study of older people in the school community. How many old people live in the area? Is their income on the average higher or lower than middle-aged people? What social and health facilities are available to them? What jobs are open to them? What kinds of discrimination do they suffer from? How is their former class status or racial identity connected to their problems? Can the school assist them? Can they assist the school? Students should be encouraged to find active older people who will visit the class to discuss these questions.

Exercise 7: Community Outreach

Discuss with your supervisor a young-old exchange program in your school. Active older people may be invited to eat lunch and engage in informal dialog with the children, as well as to tell stories, share crafts and teach. Such a program can promote positive interaction between students and active older people.

Exercise 8: A Media Project

Have the students be on the alert for ageist stereotypes and myths in the TV shows they watch. Have them keep a record of the names and sponsors of the shows that are particularly ageist. Have them write critiques of the most offensive shows. Also, suggest that they be on the lookout for commercials and advertisements that either ridicule older people or imply that it is undesirable to grow old. As a classroom project the students can write letters to producers of television shows and sponsors protesting the harm they do by perpetuating stereotypes. You might send copies of letters to the Gray Panther Media Watch, Room 300, 1841 Broadway, New York, N.Y. 10023.

About the Author

DR. ALBERT V. SCHWARTZ is Assistant Professor of Language Arts, Richmond College, Staten Island, N.Y.

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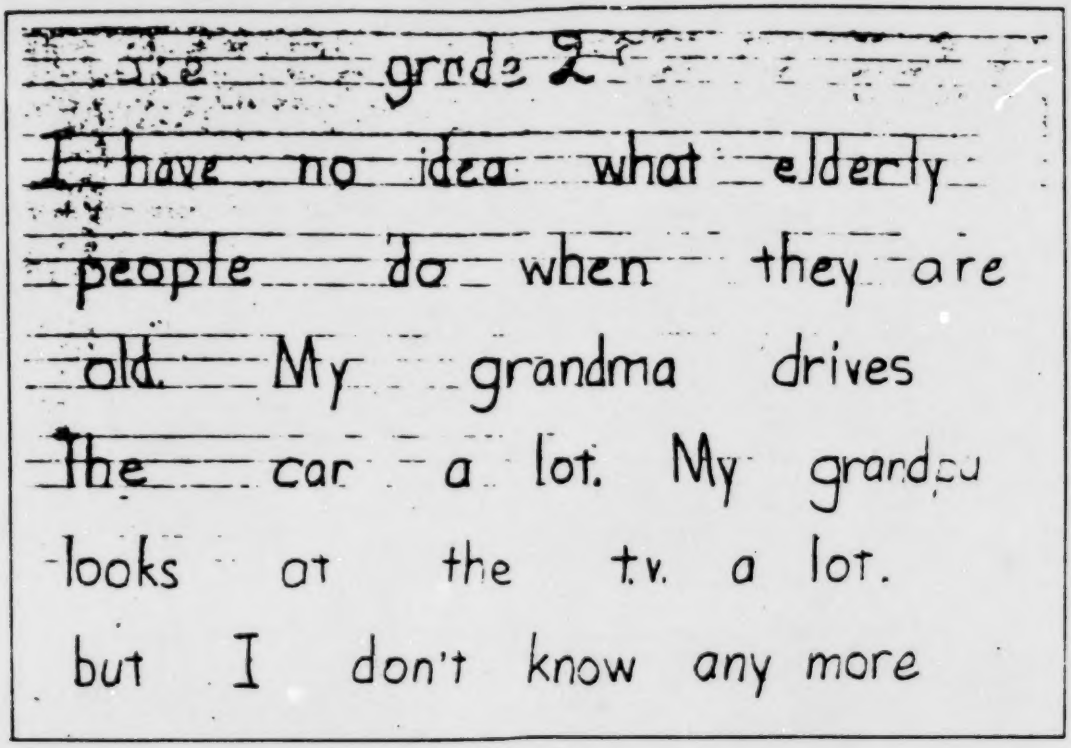
I'm in grade 2
I have no idea what elderly
people do when they are
old. My grandma drives
the car a lot. My grandpa
looks at the t.v. a lot.
but I don't know any more

Schools Can Change Negative Stereotypes

by Vicki L. Schmall Ph.D.

Statements such as these are not uncommon. Many young people have very limited knowledge about the aging process and the elderly. While some express positive feelings, others do not, primarily if growing old to them means becoming crippled, feeble and useless. Some young persons express fear about growing old.

The research indicates stereotypical views of the elderly are relatively common among young persons and tend to increase with age. Seefeldt (1977) found that children as young as preschool age hold predominantly negative attitudes about aging and report that they do not want to grow old. By the age of nine or ten, attitudes often become relatively fixed and difficult to change (Atwood, 1976).

In part, this lack of knowledge and stereotyping of the elderly is related to the limited contact many young persons have with older adults. Mobility and decline of the extended family have reduced the interaction of young persons with aged family members. For many elementary and secondary level students, contact with grandparents does not mean contact with the elderly, since many grandparents are in their 40s, 50s or early 60s. Contact with elderly outside the family also is often limited. For example, a University of Maryland study of 180 children found that only 39 could name an older person outside of the family unit (Serock, et al., 1977).

For some children then, the mass media becomes the primary contact source with the elderly. Although many programs recently have begun to consider their portrayal of older persons, Bragger (1976) reported that in general, television images of the old are "overwhelmingly negative, comical or idiotic." In addition, a survey of 700 books for children ages three through nine found that few books portrayed older persons in a credible way. The cumulative stereotype of the elderly that emerged was "non-creative and boring" (Ansello, 1977).

Stereotypes are potentially harmful. A child's perception of older persons and his feelings about growing old may greatly influence his responses to the elderly, the care given and decisions made as an adult for dependent aged parents, and the roles he assumes in later life (Jacobs, 1970). According to the National Old People's Welfare Council in London, "Only as the young learn to adjust to their own aging will they be able to treat the elderly with respect. The social and personal problems of the aged will be diminished in direct proportion to the amount of involvement today's young people have with their own aging and the elderly (Serock, 1977, p. 3)."

This statement and the research on students' attitudes toward aging indicate the need to accomplish two tasks: (1) education of the young about the aging process and (2) orientation of the young to the knowledge and skills possessed by older persons and the elderly's need for love, esteem and a feeling of usefulness.

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Influencing Attitudes

Schools are in a unique position to influence attitudes. Aging concepts can be integrated into many existing courses such as health, social studies, family relationships, economics, and literature, without overtaxing an already crowded curriculum. For example, a mathematics teacher could as easily present a problem involving consumerism and the elderly as well as how many pieces of bubblegum a child can buy at the store.

There is an unlimited number of activities and projects that are effective in sensitizing young persons to the aging process and older adults (see Cameron, 1976; Jantz et al., 1976; Marshall, 1977; and Schmall, 1976). However, one of the most effective ways for young people to discover that aging can be a positive process and that it is diversity rather than similarity which is most characteristic of the older population is to provide students with a variety of experiences with older adults, both outside and inside the classroom. Individuals who have direct contact with older persons in a multiplicity of roles and settings are generally less negative in their attitudes toward aging than those whose acquaintance is more limited (Brubaker, 1976).

Through varied associations, students learn to question the stereotypes they hold about aging and begin to understand that age alone is not an adequate explanation for a person's behavior, but rather his lifelong personality and social circumstances. For example, following discussions about aging and contact with several older people, one fourth grader remarked, "Maybe the old woman who lives next door to me is grouchy because she hurts somewhere or doesn't have money to pay her bills. I always thought old people were grouchy because they didn't like kids."

Nursing Home Distorts Image

In the development of an intergenerational program, two points should be given consideration. First, it is often better to avoid the nursing home as the first contact that students have with older people. The nursing home population comprises less than five percent of the elderly (U.S. Dept. of HEW, 1978). Therefore, focusing on this segment may give a distorted view of the elderly and only serve to reinforce students' negative stereotypes of aging. Two studies revealed that hospital contact with the aged had a consistently negative effect on attitudes (Rosencranz and McNevin, 1960; Weinsberg, 1974). On the other hand, contact with the healthy aged does seem to improve attitudes (Bennett, 1976).

Second, it is beneficial if activities are planned which are not overly oriented to students "doing for" older persons. Through activities that provide opportunities for the elderly to share their knowledge and skills and for both groups to participate together in activities, students learn that many older adults are active mentally, socially, and physically and can contribute to society in many ways.

Interaction between the young and old can occur in many ways. Some schools involve older adults in the classroom on a regular basis. Older persons provide expanded learning experiences to students that the teacher alone could not offer. Often, they also provide a one-to-one relationship for a child who needs additional assistance. Many are sharing their personal experiences about significant world and national events in history classes and making history come alive for the students.

It is recommended that, when possible, an orientation program is provided to classroom volunteers. A program which specifies the roles of the volunteer and the philosophy of the teacher and discusses problems which might be encountered and suggestions for working with the children, generally helps the volunteer to feel more comfortable and to be more effective in the classroom.

Students and teachers also benefit from an orientation program to aging prior to involvement of older persons in the classroom. For example, examining the social milieu in which older adults were reared is often very important in students and teachers developing an understanding of the differences and similarities in the attitudes, values, and experiences of their generation and the older generation and the reasons that conflict may sometimes exist between the generations. A discussion of the changes that occur with age and the implications of these changes also enhances interaction.

The positive impact of interaction between the young and old is best exemplified by the following comments of students. A high school student stated, "I learned not to be afraid of old people. They really have a lot to teach us." A fifth grader wrote, "Older people are neat. Before, I thought old people spent most of their time in hospitals or nursing homes. My grandma was always sick." A third grader wrote, "Old people do a lot of things. They have fun too. Sometimes they are sick and need help. I need help when I am sick."

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Vicki Schmall, Ph.D., is the Director, Program on Gerontology, Oregon State University.

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT III: Sociocultural Aging

THEME: To develop an understanding that there are many factors in our society that influence our attitudes towards the age of a person. Societal attitudes and policies can seriously interfere with or help maximize people's potential at all stages of development.

CONCEPT B: Factors in our society determine the options available to people at different ages.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Identify feelings related to aging in relationship to services society offers.	A) Talk about feelings related to one's own aging, considering services society offers.	Local nursing homes will usually have a speaker who will discuss feelings of residents and services the nursing home offers. Available from MDPW.
	B) Show and discuss "Step Aside Step Down" (color) (grades six and above).	
2) To gain an understanding of the local community where older people live - why they live there and what services institutions offer them.	A) Have students draw a picture of their neighborhood block and put an X on each house where an older person lives.	
	B) List services available from the local community (Meals on Wheels, congregational dining, senior citizen centers, AARP, Gray Panthers, etc.).	
3) Identify ways in which personal resources such as money, transportation and health enable the elderly to make use of services.	A) Refer to prior list of services. Discuss whether or not money, transportation and health are needed in order for older people to make use of these services.	

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT III: Sociocultural Aging

THEME: To develop an understanding that there are many factors in our society that influence our attitudes towards the age of a person. Societal attitudes and policies can seriously interfere with or help maximize people's potential at all stages of development.

CONCEPT C: The role and treatment of older people differs within various cultural and ethnic groups.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) To gain awareness of how different cultural groups view older people.	A) Have speakers talk to the class about how older people are treated in their country or read books about different cultures.	Books - see bibliography Grandparents Around The World, Annie and the Old One, The River That Gave Gifts
	B) View and discuss the film "Peege" (grades 3-6 and up). Discuss views of various family members toward "Peege."	MDPW, RPL, HCL, SPPL, DPL, MPLIC, LSS, WOCC, MLFC, UOM, (Order #7S12631)
2) Recognize the need for people of all ages to feel wanted and useful.	A) Discuss and show the movie "Mailbox."	MPLIC, MDPW, MLFC, RPL, LSS, UOM (Order #7S15447)
	B) Read at least three of the following: Annie and the Old One, Freddy My Grandfather, The Two of Them, Grandpa: A Young Man Grown Old.	See bibliography for authors, publishers and copyright dates.
	C) Discuss different ways in which older people are regarded in various cultures.	
	D) Assign groups of students to research cultural differences in treating older people.	
	E) Perhaps results could be presented to class in a panel format describing their particular region of the world.	

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT III: Sociocultural Aging

THEME: To develop an understanding that there are many factors in our society that influence our attitudes towards the age of a person. Societal attitudes and policies can seriously interfere with or help maximize people's potential at all stages of development.

CONCEPT C: The role and treatment of older people differs within various cultural and ethnic groups.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
2) Recognize the need for people of all ages to feel wanted and useful.	F) After hearing panel members, have students choose the culture they would like to grow old in. G) Have students interview older people about their choice of a region or culture in which they would like to be aging. H) Have students interview older people from various regions/cultures to establish/corroborate ideas on aging in other cultures.	

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT IV: Psychological Aging

THEME: To develop an understanding that psychological aging is variable and that there is no single set of personality traits for people of any age. Healthy people tend to show no dramatic psychological or personality changes with increasing age.

CONCEPT A: People can learn and change throughout their lives.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) To understand that changes may occur as one ages because of income.	A) Role play older adults living on fixed incomes attempting to cope in today's times.	
	B) Compare pictures of older people and discuss what they may be like.	
	C) Have students watch what different age levels of people in a grocery store may buy. What does this tell about the people?	
	D) Construct a budget showing what the elderly could spend on food, housing, etc., given their income status.	
2) Recognize that people of all ages benefit from further education.	A) Talk about people of all ages who are going to school. Cite reasons why people of all ages do go to school.	
	B) Show and discuss the movie "Art of Age" (grades 5 and up).	Available from HCL, SPPL, MPLIC, MLFC, UOM (Order #7S1662)
3) Recognize emotional changes and the effect of the changes on behavior and to understand how people of various ages have been influenced by being shown care and understanding.	A) Have older people tell class about changes in their lives (or have taped interviews in class) and how care and understanding have influenced these changes.	

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT IV: Psychological Aging

THEME: To develop an understanding that psychological aging is variable and that there is no single set of personality traits for people of any age. Healthy people tend to show no dramatic psychological or personality changes with increasing age.

CONCEPT A: People can learn and change throughout their lives.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
3) Recognize emotional changes and the effect of the changes on behavior and to understand how people of various ages have been influenced by being shown care and understanding.	B) Visit older people in various settings--community agencies, senior centers, congregate dining sites, hi-rises, nursing homes, cooperative housing, and observe how they cope with life changes. (Indicate that a small percentage live in these institutions).	
	C) Show and discuss the movie "Peege" (grades 3-6 and up).	Available from MDPW, RPL, HCL, DPL, SPPL, MPLIC, LSS, WOCC, UOM (Order #7S1263)
4) Realize that family and friends satisfy one's need for love and understanding.	A) Discuss concept of family responsibility for one's older relatives (e.g., Who should care for? Where should they live? What do parents/children owe each other?).	
	B) Tell or write about pleasant experiences with older family members and friends.	
	C) Discuss and describe one's feelings when one is left out of family group activities.	
	D) Show and discuss the movies "Johnny Lingo," and "Cipher In The Snow."	
	E) Parents, grandparents and children can share special holiday times and traditions.	

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CONCEPT A: People can learn and change throughout their lives.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
5) Help students become aware of changes in self, and changes in attitudes toward aging.	A) a. Have students pick cards to role play a positive interaction between younger people and older people. On the card the students will decide how many people they will need for the role play. b. Have each group perform their role plays. c. After each presentation, discuss with the students the attitudes expressed by the characters. B) a. Have students list on a chart changes that have occurred since he/she started school. Categories could include: friends, physical appearance, hobbies, favorite things to do, fears, dislikes, attitudes (feelings). b. Discuss with students how they have changed in the above categories and how people change continually as they age. c. Have students write a poem about the changes they listed.	Sample role play sheets. Student worksheet "I used to...But now I..."

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CONCEPT A: People can learn and change throughout their lives.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
5) Help students become aware of changes in self, and changes in attitudes toward aging.	B) d. Have students, if possible, interview an older person to see how he/she would fill out the poem. e. Have students mount their poems and poems of the older people on construction paper to put up on a bulletin board.	

SAMPLE ROLE PLAY SHEET

1. Mary and John want to build a birdhouse. Mr. Jones, an older man in the neighborhood, builds birdhouses as a hobby.

2. Mr. and Mrs. Smith have just retired and are now spending more time on their hobby of cooking. Steve and Pete would like to learn how to cook but their parents are too busy to teach them.

3. No longer able to drive the older person needs: to go to the library, to the store for food, to the doctor, to the shopping center, to Church. How could a family or friends cooperate with the older person?

4. Ann needs to do a report on railroads for her Social Studies class. Mr. Smith, who lives next door, was a conductor on a railroad. He comes to her class and teaches them an old railroad song.

I USED TO....BUT NOW I....

I used to be _____

_____

But now I'm _____

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I used to be _____

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But now I'm _____

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I used to be _____

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But now I'm _____

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I used to be _____

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But now I'm _____

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I used to be _____

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But now I'm _____

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I used to be _____

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But now I'm _____

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AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT V: Attitudes and Aging

THEME: To develop an appreciation of older people as resources of knowledge, experience, skill and ability.

CONCEPT A: People have different roles throughout their lives.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Understand that people assume various roles during life.	A) Show and discuss the movie "Springtime in Autumn," 1971, (grades 3 and up). B) Have the students write a paper about the future (i.e., What will it be like? How will I look, feel and think? What will I be doing?). C) Have older people come in as speakers to talk about various roles they have held during life. D) Have a bulletin board with articles on active older people.	Available from MDPW
2) To become aware that one role of older people can be as a resource of knowledge, experience, skill and ability.	A) Discuss how older people can do a variety of things. With the class make a list on the blackboard of the things that older people can do. Bring out that the activities for this list could be endless. Stress that the older people are as diverse in abilities and interests as any age group in our society. Point out that there is not any specific age at which you no longer learn new things. Learning is a life-long process.	

AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT V: Attitudes and Aging

THEME: To develop an appreciation of older people as resources of knowledge, experience, skill and ability.

CONCEPT A: People have different roles throughout their lives.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
2) To become aware that one role of older people can be as a resource of knowledge, experience, skill and ability.	B) Focus on skills older people might teach students (e.g., weaving, carpentry) and skills students might teach older people (e.g., use of computers). Have older people come in and share their skills with the class. C) Have older people bring significant antiques/older items to class to discuss with students. D) Set up a "Grandparents Day" at school. (A letter could be sent to see if they have any talents or hobbies they would be willing to share.)	

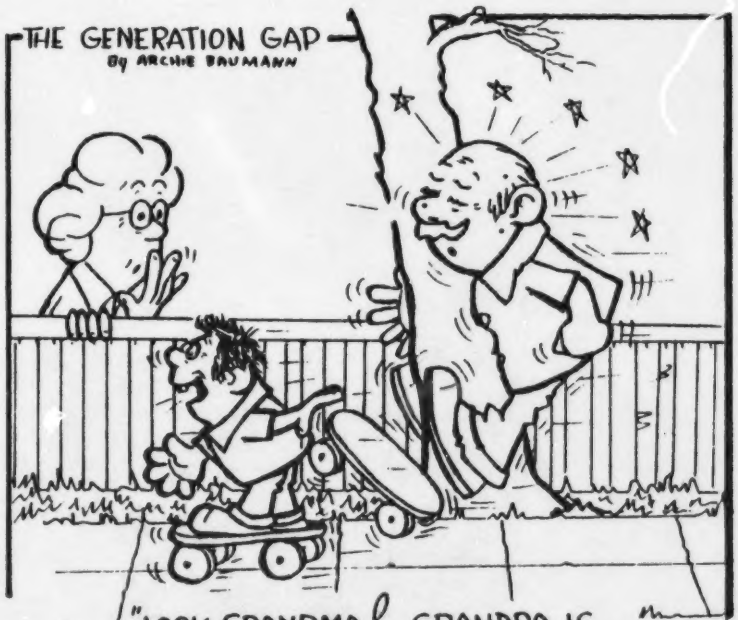
AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT V: Attitudes and Aging

THEME: To develop an appreciation of older people as resources of knowledge, experience, skill and ability.

CONCEPT B: Planning for anticipated changes in roles is helpful.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Understand that one must plan ahead for a role change.	A) Discuss what the term "retirement" means or should not mean. B) Discuss the necessity of planning for lifetime activities.	
2) Know that, in general, women live longer than men and more older women than men are single.	A) Discuss the implication of women living longer than men.	"Profile of Minnesota's Elderly 1970-1980." Available from Minnesota Board on Aging.



AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT V: Attitudes and Aging

THEME: To develop an appreciation of older people as resources of knowledge, experience, skill and ability.

CONCEPT C: People's extended life experiences are valuable to others because they learn from each other.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) To acquire a sense of being connected to the past.	A) Have students design and make a "time capsule."	
	B) Time Machine Worksheet (attached)	
	C) Pass out Activity Sheet #1 to each student and have the story "Connections" read aloud.	CLASP Activity Sheet
	D) Have students recall stories that grandparents or older people have told them about people and life in the past. How was life different before (without cars, electricity, and TV, with smaller schools, etc.)?	
	E) Have the students interview parents or grandparents to determine their special "Connections" and complete the chart Connections/ Heritage.	Connections/Heritage Chart
	F) Have the class compare chart. Can they make a composite list of their "connections" (i.e., farmer, teacher, pioneer, factory worker, etc.)?	
	G) Have each student list who were famous people or who was president during the lifetime of their grandparents or great-grandparents.	

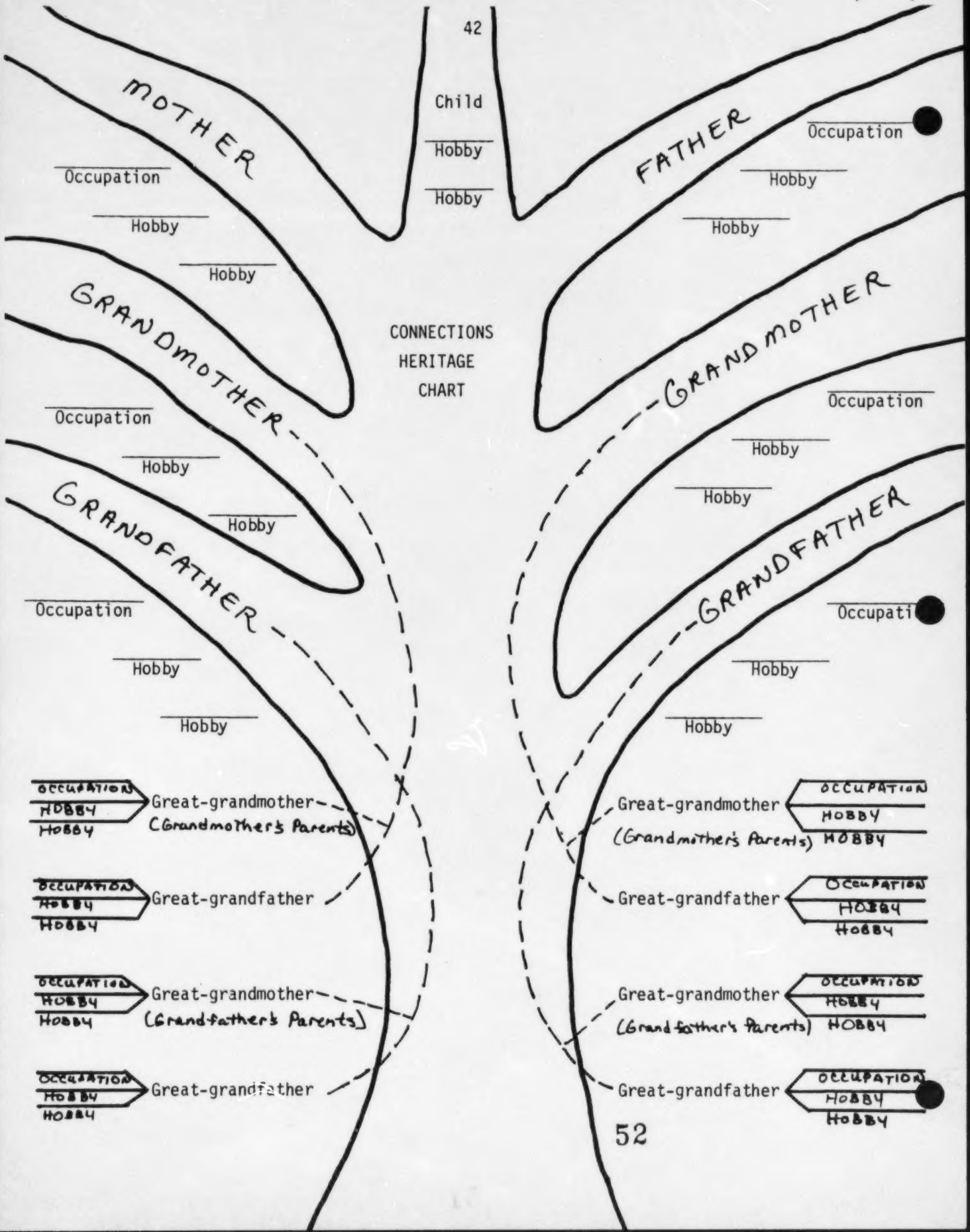
AGING CURRICULUM FOR ELEMENTARY SCHOOLS

UNIT V: Attitudes and Aging

THEME: To develop an appreciation of older people as resources of knowledge, experience, skill and ability.

CONCEPT C: People's extended life experiences are valuable to others because they learn from each other.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) To acquire a sense of being connected to the past.	H) Have an older person talk about memorable events or people during his/her lifetime. I) Have the children make a time line of important events in their own lives. Have them list activities done by self, parents and grandparents.	


Child
Hobby
Hobby
MOTHER
Occupation
Hobby
Hobby
FATHER
Occupation
Hobby
Hobby
CONNECTIONS
HERITAGE
CHART
GRANDMOTHER
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THE TIME MACHINE

Time is frozen and you have just discovered the age you will remain for fifteen years.

1. What age are you frozen at?

2. How do you feel about being the age you are frozen at?

3. Why?

4. What do you think are the important things you must learn and do at the age you are at? List.

5. What are some of the special challenges and difficulties you face at your age? Rewards?

6. Now you can buy a ticket out of your frozen time stage. You can choose to be any one of the following ages.

   Infant - birth to 16 months
   Early childhood - toddler - 16 months to 3 years old
   Play Age - pre-school - 4-5 years
   School Age - elementary - early junior high - age 6-11
   Youth - adolescent - about 12-18
   Young Adulthood - about 18-30
   Adulthood - middle age - about 30-65
   Older Age - mature age - about 65 until death

   What age would you choose to be part of? _____

   Exactly how old (in years) would you choose to be?_____

STUDENT ACTIVITY/WORKSHEET

ACTIVITY IV-5-SS

Activity Sheet #1

Connections

Sally walked into Mr. Miller's living room, as she did every Thursday. She always looked at a few of the many pictures on the walls, showing Mr. Miller seated at various pianos, sometimes smiling, sometimes looking very serious. He had been a well-known pianist for many years. Now, he was teaching Sally to play and enjoy the piano as he did.

"Today I want to tell you about your musical heritage," Mr. Miller said.

Sally looked confused.

"I'm sure," he went on, "you know something about your family heritage - grandparents, great grandparents. Well, you have a musical heritage,too. My teacher was a woman named Mrs. Heller. Her music teacher was Mr. LeBeau. Mr. LeBeau grew up in France and studied piano with Monsieur Bonnichon. And if you continue back through four more generations of students and their teachers, you will find that a very famous German composer is in your musical heritage. His name begins with a 'B'. Can you guess who it is?"

"Could it be Beethoven?" Sally asked, looking quite amazed.

"It is Ludwig Von Beethoven. You have a musical connection with a very talented mind."

Sally was thinking about that as her fingers touched the first chord that afternoon.

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FILMS ON AGING

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#6977 - Peege
8667 - The Wild Goose
5363 - Shopping Bag Lady
1628 - When Parents Grow Old
9361 - Portrait at Grandpa Doc
1639 - Weekend
5589 - Aging
3869 - "At 99"--A Portrait of Louise Tandy Murch
9365 - Close Harmony
7733 - Georgia O'Keefe, Part I and Part II
2553 - String Bean
5564 - We've Come of Age
124 - History of Miss Annie Anderson
8787 - Leo Beurman
8981 - Living Treasures of Japan
8973 - China's Tale
8370 - Death of a Gandy Dancer

Additional films on aging are available from American Association of Retired Persons (AARP) - Educational and Service Programs
Clarence Rasmussen
412 Portland Place
Minneapolis, MN 55420 - (612) 881-5594

University of Minnesota
Audio Visual Library - (612) 373-3810

Minneapolis Public Library
Films - (612) 372-6558

The "Growing Up, Growing Older" film program and educational support materials with teacher's guide are available free by contacting:

Modern Talking Pictures Service
9129 Lyndale Avenue South
Minneapolis, MN 55420